

Correlation analysis of selected academic parameters and the Nurse Licensure Examination performance of the National University-Manila BSN graduates

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Abstract: The Commission on Higher Education (CHED), through its CHED Memorandum Order (CMO) No. 46, series of 2012 mandates Higher Education Institutions (HEIs) to enhance Quality Assurance (QA) and develop a culture of quality as it performs its trifocal mandate of instruction, research, and community extension. This study is conducted not just to determine success factors related to the schools' performance in the licensure examination but to also determine the weaknesses of graduates in a board exam subject so that remedial measures towards quality instruction are adopted to address the weaknesses identified. Academic records of the BSN Program graduates of CMO14 from 2012 to 2017 were reviewed and analyzed. Utilizing descriptive-correlational design, correlations were determined between performance in the nurse licensure examination of the graduates of National University to these three variables: Cumulative Grade Point Average (CGPA), performance in the Course Audits 1 and 2, and professional courses Nursing Care Management (NCM) 101 to 107. Although a positive correlation was determined on the three variables to the performance in the nurse licensure examination, the highest correlation was determined on the graduate's performance as reflected in their CGPA. This suggests that proper curriculum implementation of the CMO is essential to attain good performance in the nurse licensure examination. It is further recommended that essential measures are in place to implement curricular standards, faculty expertise on a professional course, and appropriate outcome-based evaluation is utilized to determine the acquisition of knowledge, skills, and attitude necessary to pass the Nurse Licensure Examination and practice as a beginning nurse practitioner.

Keywords: *correlations; academic parameters; nurse licensure examination performance, National University*

1. INTRODUCTION

1.1 Higher Education Mandates for Quality Instruction

The Commission on Higher Education (CHED), through its CHED Memorandum Order (CMO) No. 46, series of 2012 mandates Higher Education Institutions (HEIs) to enhance Quality Assurance (QA) and develop a culture of quality as it performs its trifocal mandate of instruction,

research and community extension (CHED, 2014). Among the quality evidence, instruction is the board performance of graduates in a licensure examination administered by the Professional Regulatory Commission (PRC). National University (NU), as a dynamic private HEI, is committed to providing relevant, innovative, and accessible quality education. The College of Allied Health, consistent with NU's mission, ensures that their graduates of the Bachelor of Science (BS) in Nursing Program are equipped with the knowledge and competencies to ensure a passing performance in the Nurse Licensure Examination (NLE) given by the Professional Regulatory Board of Nursing (PR-BON). The licensure examination and the monitoring of schools' performance by the Philippine Regulations Commission is part of the efforts to move toward quality education. Performance in the licensure examination is a gauge or indicator of the quality of graduates in board courses or programs (Cabanda, 2017).

1.2 Performance in the Nurse Licensure Examination

Professional board examinations like Nurse Licensure Examination are intended to regulate entry into the various professions. As a gauge for the quality of graduates, however, these board examinations would have to be taken in the context of the policies and methods by which the examiners and examinations are governed (Hou, Chen, Sabharwal, Fan, Yan, & Wang, 2019). Through the licensing process, the Commission ensures the public of competent and duly qualified professional nursing services from competent nurses who have met the minimum standards set by the respective professional regulatory boards for admission into the practice of the professions. School performance in a licensure examination is predictive of the quality of education in an HEI (Rosales, Arugay, Divinagracia, and Castro-Palaganas, 2014). Further, the schools offering Nursing programs that performed better in the PNLE are accredited by either PAASCU, PACUCOA, and ASCU-AAI. Constantly, accredited HEIs, private and government-owned schools achieved better results in terms of passing percentage and average rating as compared to their counterparts.

Bautista, Ducanes, and David (2019) claimed that the decrease in the passing rate of Filipino graduates in the various licensure examinations is a symptom of the deteriorating quality of higher education institutions in the Philippines which can be characterized by the variety and level of competency of the faculty. The result of this study is consistent with that of Howell, Kurns, and Antil (2013) explicating that the curriculum being offered in higher education programs is intended to prepare students to achieve minimum competencies related to a specific vocation or profession. These competencies are supposed to have been demonstrated in the classroom and Related Learning Experiences (RLE), in the case of the nursing graduates. Thus, when the curriculum and content coverage of the subjects provided by the government professional body are executed properly, this yields to successful performance in the licensure examination.

Passing the NLE can assure the public that the nurse is competent to render safe and quality nursing interventions to clients from different health care settings across age groups. Needless to say, the HEIs are major determinants in the curricular preparation, implementation, and evaluation of learning so the graduates are adequately equipped to pass their respective licensure examinations and assure that their students get employed and practice their profession. The Philippine Nursing Act of 2002 (Republic Act No. 9173) mandates that all applicants for a license to practice the nursing profession pass the written examination administered by the Board of Nursing in such places and dates as may be designated by the Professional Regulation Commission, by Republic Act No. 8981, otherwise known as the PRC Modernization Act of 2000". A passing score in the licensure examination is a general average of at least 75 percent with a rating of not below 60 percent in any of the five test subjects.

Statement of the Problem

This study sought to correlate selected student's academic variables to their performances in the Philippine Nurses Licensure Examination from 2014-2018. More specifically, it aims to answer the following questions:

1. What is the performance of the graduates of National University in the Nurse Licensure Examinations from 2014-2018 compared to the National Passing Rate (NPR?)
2. What is the performance of the National University Graduates in the five (5) PNLE Tests?
3. What is the performance of the students in the following selected academic variables:
 - 3.1 Cumulative Grade Point Average
 - 3.2 Nursing Professional Subjects
 - 3.3 Course Audit I
 - 3.4 Course Audit II
4. What is the relationship between graduate's performance in the Nurse Licensure Examination to:
 - 4.1 Personal characteristics
 - 4.2 Selected Academic Variables?

Conceptual Framework

The paradigm drawn from the context of this study is described in Figure 1. For this study, the researchers presumed selected academic variables tend to affect the results of their rating in the licensure examination. It is further presumed that the dependent variable (Performance in the Nurse Licensure Examination) results are valid and reliable. Also, these chosen academic variables (independent variables) are fair, reliable, and accurate measures of their academic performances.

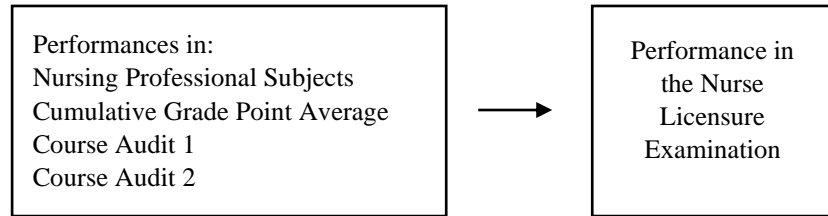


Figure 1: The research paradigm

Hypothesis

This study was guided by the hypothesis that there is a significant relationship between their performance in selected academic variable and their performance in the nurse licensure examination.

2. METHODOLOGY

The researchers utilized the descriptive correlation research approach. Also, retrospective-records review strategies were tapped to undermine the aim of the study. The respondents were the 86 graduates of the Bachelor of Science in Nursing Program of National University from the following years: 2013, 2014, 2015, 2016, and 2017 utilizing total enumeration as the sampling strategy. Approval was sought from the offices of the University President, Dean of the College of Allied Health, and the Registrar to obtain the respondents' academic profile (Cumulative Grade Point Average, Nursing Professional Subjects, and Course Audit grades). The results of the Nurse Licensure Examination were obtained from the reports of the Professional Regulations Commission filed at the Office of the Dean of the College of Allied Health. An ethics review and approval were also sought from a nearby University's Ethics Review Board. Confidentiality and Anonymity were maintained throughout the data gathering stage. The respondent's identities were withheld by utilizing Student Numbers as their identifiers. Further, the data are used exclusively for this study alone.

To describe the nominal nature of respondents' profile, frequency (*f*) distribution was utilized. Mean (\bar{x}) was used to identify the level of performance of the students in the five (5) tests of the Nurse Licensure Examination administered by the Professional Regulatory Commission (PRC) beginning November 2014 to June 2018, which were ratio data. The Spearman rank-order correlation coefficient (r_s) was used to measure the strength of association between NLE Performances to the following independent variables of which, some are nominal.

3. RESULTS AND DISCUSSION

Table 1. School Performance of First-time takers of the Nurse Licensure Examination compared to the National Passing Rate

<i>Dates of Examination</i>	<i>National University</i>	<i>National Passing Rate</i>
November 2014	40.00%	57.31%
May 2015	100.00%	54.26%
November 2015	100.00%	49.26%
June 2016	100.00%	43.60%
June 2017	81.25%	34.74%
November 2017	66.67%	45.65%
June 2018	100.00%	43.82%
\bar{x}	83.99%	46.95%

Table 1 shows how the graduates of National University performed in the Nurse Licensure Examination from November of 2014 to June 2018. The National Passing Rate (NPR) refers to the percentage of all passers nationwide in a licensure examination given by the PRC. The published NPR by the PRC covers passers for both first-time takers and repeaters. For this study, the PR of the National University pertains to first-time takers. The Commission on Higher Education (2019) recommended that the licensure performance of first-time takers may be used as the basis for comparison with the board performance of the HEIs. Beginning 2014 to 2018, only 46.95% of the total number of examinees performed successfully in the Philippine Nurse Licensure Examination (PLNE). Data from PRC revealed a steady decline in the PNLE national passing rate from years 2004 to 2018. A range of 34.74 to 57.31 percent was noted for the seven board examinations. The lowest passing rate (34.74%) was noted in June 2017 while the highest passing rate (57.31%) was recorded in November 2014 (Commission on Higher Education, 2014).

Compared to the national passing rate, the performance on the Nurse Licensure Examination of NU graduates of their BSN program is remarkably higher. While there is an obvious steady decrease in the national passing rate beginning 2015, NU has maintained a consistent 100% passing rate. Noticeably, in the next 2 licensure examinations, both NU PR and NPR decreased, still National University maintained a higher passing rate, 100% more in June 2017, and 25% more on the next date of the licensure examination. In June 2018, the PR-BON reported a 100% passing rate for National University against the meager 43.82% passing rate. The remarkable performance of the National University in the Nurse Licensure Examination may be attributed to the commitment of the Department of Nursing to conform to the CMO requirements and the rigors of accreditation. This is consistent with the study of Gutierrez (2016) expressing that there is a significant relationship between the accreditation status and the board performance rating of the NCR Colleges of Nursing. These findings were deduced after deriving the difference between the board performance of

accredited and nonaccredited colleges of Nursing in the National Capital Region.

The performance of NU graduates in the five tests of the PNLE is described in Table 2, with the breakdown of the scores in Table 3.

Table 2. Performance in the Licensure Exam according to Test in 2014-2018 (n=86)

<i>Nurse Licensure Examination</i>	<i>Passed (%)</i>	<i>Failed (%)</i>	<i>Rank</i>
PNLE Test I	74.42	25.58	1
PNLE Test II	72.09	27.91	3
PNLE Test III	59.30	40.70	5
PNLE Test IV	68.60	31.40	4
PNLE Test V	73.26	26.74	2
\bar{x}	69.53	30.46	

Legend:

PNLE Test I - Foundation of Professional Nursing Practice

PNLE Test II - Community Health Nursing and Care of the Mother and Child

PNLE Test III - Care of Clients with Physiologic and Psychosocial Alterations (Part 1)

PNLE Test IV - Care of Clients with Physiologic and Psychosocial Alterations (Part 2)

PNLE Test V - Care of Clients with Physiologic and Psychosocial Alterations (Part 3)

Of these tests, the highest performance was on PNLE 1 (Rosales, Arugay, Divinagracia, and Castro-Palaganas, 2014) which consist of questions on theories, concepts, principles, and processes basic to nursing practice with an emphasis on health promotion and health maintenance. PNLE 1 includes basic nursing skills in the care of clients across age groups in any setting. Additionally, it incorporates the varied roles, functions, and responsibilities of the professional nurse in varied health care settings. Performances in Tests V and II follow in terms of several passers.

Table 3. Distribution of Exam Grade according to Test (n=86)

<i>Grade</i>	<i>Test 1</i>		<i>Test 2</i>		<i>Test 3</i>		<i>Test 4</i>		<i>Test 5</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
87-90	1	1.2	0	0	0	0	2	2.3	1	1.2
84-86	6	6.9	2	2.4	2	2.3	6	7.0	4	4.7
81-83	18	21.0	25	29	16	18.7	14	16.4	11	12.9
78-80	20	23.3	17	19.7	22	25.6	17	19.8	25	29.1
75-77	19	22.1	18	20.9	11	12.9	20	23.2	22	25.5
Below 75	22	25.5	24	28.0	35	40.5	27	31.3	23	26.6

The lowest performances were on Tests IV and III respectively. The PNLE Test IV comprises questions on the application of the nursing process

on clients with alterations in human functioning, disturbances in fluids and electrolytes, inflammatory and infectious disturbances, disturbances in immunologic functioning, disturbances in cellular functioning, a client in biologic crisis and emergency and disaster nursing. In the Nursing Curriculum (CMO 14), these are offered in higher levels (3rd and 4th year). Notably, test III is the lowest in terms of the number of passers. Test III deals with alterations in human functioning but focuses on the care of clients in pain, disturbances in oxygenation, disturbances in metabolic and endocrine functioning, and disturbances in elimination. A major concern, as shown in Table 2, is the wide gap between PNLE IV and III. Notice that based on the figures, there is a very minimal gap between ranks first to fourth.

Table 4. Performance of Graduates in the Undergraduate Nursing Professional Courses (n=86)

GRADE	NCM 100		NCM 101		NCM 102		NCM 103		NCM 104		NCM 105		NCM 106		NCM 107		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
4.00-3.60	1	1.2	-	-	-	-	-	-	-	-	-	-	-	2	2.3	-	-
3.50-3.10	6	7.0	6	7	3	3.5	3	3.5	2	2.3	3	3.5	11	12.8	1	1.2	
3.00-2.60	23	26.7	20	23.3	22	25.6	29	33.8	29	33.8	33	38.4	13	15.2	50	58.2	
2.50-2.10	8	9.3	8	9.3	11	12.8	18	20.9	15	17.5	21	24.5	18	20.9	10	11.6	
2.00-1.60	14	16.3	17	19.8	18	20.9	15	17.4	17	19.8	12	14	23	26.7	13	15.1	
1.50-1.00	10	11.7	13	15.2	8	9.3	6	7	9	10.5	5	5.8	7	8.2	1	1.2	
No Grade	19	22.1	17	19.8	17	19.8	10	11.6	9	10.5	6	7.0	6	7.0	5	5.8	
Credited	5	5.8	5	5.8	7	8.1	5	5.8	5	5.8	6	7.0	6	7.0	6	7.0	
TOTAL	86	100	86	100	86	100	86	100	86	100	86	100	86	100	86	100	

Legend: GradeEquivalent = 4.00=96 – 100; 3.50 = 91 – 95; 3.00 = 87 – 90; 2.50 = 84 – 86; 2.00 = 81 -83; 1.50 = 78 – 80; 1.00 = 75 – 77

Table 4 demonstrates the performance of the NU Graduate during their undergraduate professional courses. Among, NCM 106 which deals with the Care of Clients with Problems in Cellular Aberrations, Acute Biologic Crisis including Emergency and Disaster Nursing garnered the greatest number of students (12.8 %) with grades between 91 to 95. However, the least performed (grade between 75 to 77) in their NCM 100 which is the Fundamentals of Nursing Practice. This is contrary to their performance in the actual board examination where they scored the best in PNLE 1 which is of relatively the same coverage with NCM 100.

Table 5. Cumulative Grade Weight of the Graduates in the Undergraduate BSN Program (n=86)

<i>Cumulative Grade Weight Average</i>	<i>f</i>	<i>%</i>
3.50-3.10	19	21.5
3.00-2.60	22	25.6
2.50-2.10	23	26.9
2.00-1.60	11	13.1
1.50-1.00	4	4.8
No Grade	7	8.1
TOTAL	86	100

Legend: Grade Equivalent = 4.00=96 – 100; 3.50 = 91 – 95; 3.00 = 87 – 90; 2.50 = 84 – 86; 2.00 = 81 -83; 1.50 = 78 – 80; 1.00 = 75 – 77

The Cumulative Grade Weight Average (CGWA) of the graduates is described in Table 5. CGWA is the representation of the overall scholastic standing of students used for evaluation. It is considered the important parameter in the promotion of students to the next level (Salustiano, 2013). In general, it may be said that the overall level of academic performance of the graduates is "Satisfactory" since the majority of the grades are aggregated along with the grade range of 84 to 95.

Table 6 Distribution of Course Audit Grades in 2014-2018 (n=86)

<i>Performance</i>	<i>Course Audit 1</i>		<i>Course Audit 2</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
87-90	1	1.2	0	0
84-86	7	8.3	9	10.6
81-83	9	10.7	6	7.2
78-80	12	14.3	19	22.5
75-77	57	65.5	52	59.7

Table 6 shows the performance of the students in Course Audits 1 and II. Offered to graduate students (4th year) these courses would assess the terminal competencies under the 11 key areas of responsibility and the attainment of the competencies on nursing care management. For NU's Department of Nursing, this a final step to prepare students for the upcoming Philippine Nurse Licensure Examination after graduation. Reviews are conducted before the administration of examinations that simulates the PNLE. The rigors of the course include both internal and external audits. External assessment is carried out by reviews and exams given by review providers who are not Faculty members of NU. Internal validation is carried out by Faculty members thru series of critical thinking exercises that include Low Fidelity Simulation, Oral and Written Revalida. For both courses, the majority of the graduates earned 75-77 marks. With the minimum passing rate set as 75%, the figures demonstrate the level of difficulty of the courses.

Table 7. Relationship of Graduate Profile to the NLE Performance (n=86)

Profile	NLE Performance				
	df	X_2	p-Value	Verbal Interpretation	Decision Rule
Sex	48	47.458	0.50	Not Significant	Accept H_0
Batch	192	216.792	0.11	Not Significant	Accept H_0

<0.05 level of significance

To determine factors for this remarkable performance of NU in the PNLE, the researchers deduced that sex and batch are not significant factors. As sex and batch are not significant factors, this can be interpreted that both females and males from all the batches who graduated in National University's BSN Program were given equal opportunities to acquire learning, demonstrate competencies in nursing skills and pass the rigors of curriculum requirements. On the other hand, Gaud (2019) and Petges (2016) revealed that female counterparts of the takers of nurse licensure examinations are more likely to pass than the males.

Table 7. Correlation of Nurse Licensure Examination Performance to selected Academic Profiles

Academic Profiles	NLE Performance		
	Spearman's correlation coefficient (r_s)	Strength of Correlation	P-value
Cumulative Grade Weight Average	0.49	moderate	0.00
Professional Nursing Subjects	0.61	Strong	0.00
Course Audit 1	0.48	Moderate	0.00
Course Audit 2	0.32	Weak	0.03

<0.05 level of significance

Interpretation: r_s 0.00 - 0.19 (very weak); 0.20 - 0.39 "weak"; 0.40 - 0.59 "moderate"; 0.60 - 0.79 "strong"; 0.80-1.0 "very strong"

Table 6 shows the relation between the academic profiles and the NLE performance. It can be gleaned that the strongest correlation among the other academic variables with the scores in the NLE is the Professional Nursing Subjects is at $r_s = .6100$, $p = .0000$. Operationally defined, Professional Nursing Subjects include grades earned from the following Nursing Care Management (NCM) courses (CMO, 2014): NCM 100 – Fundamentals of Nursing Practice, NCM 101 - Care of Mother, Child and Family, NCM 102 - Care of Mother, Child, Family and Population Group at Risk or With Problems, NCM 103 - Care of Clients with Problems in Oxygenation, Fluid & Electrolyte Balance, Metabolism and Endocrine - NCM 104 Care of Clients with Problems in Inflammatory and Immunologic

Response, Perception and Coordination, NCM 105 - Care of Clients with Maladaptive Patterns of Behavior, NCM 106 - Care of Clients with Problems in Cellular Aberrations, Acute Biologic Crisis including Emergency and Disaster Nursing, and NCM 107 - Nursing Leadership and Management.

There was a moderate positive correlation between NLE performance and Cumulative Grade Weight Average (CGWA), which was statistically significant, $r_s = 0.4900$, $p = .0000$. The CGWA reflects the cumulative academic performance of the students from the first year to the fourth year of classes inclusive of professional and non-professional courses consistent with the implemented curriculum (CMO 14 series 2007). This signifies that the efficient and effective implementation of the curricular standards will merit the students thru the acquisition of desired learning outcomes (terminal competencies) that are needed to pass the NLE and begin their profession as beginning nurse practitioners. Of the following academic variables, the lowest correlation center on Course Audit 2. The result of this study is consistent with several academic types of research. Banua (2017), Ong, M., Palompon, D. R., and Bañico, L. (2012), De Leon (2016), Salustiano (2013), and Pasia, Garzon, and Bauyot (2012) have identified that academic performance in professional subjects in college is relevant for a passing performance in the licensure examination.

4. CONCLUSION

Findings of the study yield the following conclusions:

1. The NU graduates of the BSN program show a considerably good performance in the NLE from 2014-2018 is 83.99%, as compared to the National Passing Rate (NPR) of 46.95%. The results do not only surpassed the National Passing Rate but also was able to garner consecutive 100% passing result, a testament that the university and its BSN program has successfully delivered their academic functions and expectations.
2. The strength of the NU BSN program delivery is on the Fundamentals of Nursing as they garnered the most positive results in PNLE Test 1 – Foundations of Nursing Practice. However, further program improvement is an opportunity for the conduct of courses under NCM 103 since the least rank in terms of performance is on PNLE Test 3 – Care of Clients with Physiologic and Psychosocial Alterations (Part 1). Test 3 covers the application of the nursing process to clients with alterations in human functioning but focuses on the care of clients in pain, disturbances in oxygenation, disturbances in metabolic and endocrine functioning, and disturbances in elimination.
3. Personal characteristics like sex and batch where the graduates belong have no significant relationship with licensure performances. On the other hand, academic variables show varying degrees of correlation to licensure examination

performances: strong correlation with Professional Nursing Subjects, moderate correlation with Cumulative Grade Point Average and Course Audit 2. Performance in Course Audit 2 shows a weak correlation.

In summary, this study concludes that learnings attained in classrooms and related learning experiences acquired from Nursing Professional Subjects have prepared them for their good performance in the PNLE. It can be concluded further that, the strongest correlation is the attainment of knowledge, skills, and attitude (KSA) earned in professional nursing courses (NCM100 to NCM107). These would include performances in the classroom and related learning experiences (RLE) that allow students to practice nursing care management and apply the nursing process given a client, sick, or well in varied settings.

Based on the summaries and conclusions construed from this study, the investigator would like to offer the following recommendations:

Administrators of Higher Educational Institutions (HEIs).

The University's strategic plan should include Key Result Areas (KRA) on:

1. Performance in the Licensure Examination. Key performance indicator (KPI) is sustained at an 80-100% passing rate in the licensure examination. This warrants that the university would allow the formation of University Quality Circles and to propose Operational Plans aligned with the KRA that will further enhance the delivery, assessment, evaluation of the program thus, budgets should be approved for activities like:
 - 1.1 mentoring programs before the nurse licensure exam,
 - 1.2 recognition of board passers and award or incentives to topnotchers;
 - 1.3 purchase of Optical Media Record (OMR) for simulated board examinations and test results analyses.
2. Curriculum Design and Faculty Development. KPI may include compliance to the prescribed CHED Memorandum Order and the use of appropriate OBE resources. In turn, the Faculty Development Plan shall include activities designed to identify the strengths and weaknesses of learners, design and implement appropriate teaching and learning strategies. Faculty should be trained further in evaluating learning outcomes in both classroom and Related Learning Experiences (RLE).

Faculty of the Nursing Program.

The strongest link to the credible performance in the licensure exam is possible because of teacher expertise and competence. It is suggested that learner-centered classroom and RLE activities be enhanced to meet Institutional Learning Outcomes (ILOs), Program Learning Outcomes

(PLOs), and Course Learning Outcomes (CLOs). To integrate these outcomes extensively, the Faculty may be tasked to design their Personal Faculty Development Plan so that she/he learns to identify programs to achieve teaching expertise.

The faculty should follow the resource units and enrich them through additional readings or respond to student's needs by devoting time to students in formal and informal consultation outside of the classroom. The Faculty handling Related Learning of students should follow a well-planned RLE program consistent with the resource unit suited to the students. It is also recommended that her teaching expertise include the Correlation of theory to RLE.

It is also recommended that the Faculty would challenge the critical thinking skills of their students and evaluate them utilizing examinations that simulate questions in the licensure examination. This enables the preparedness of the students when they encounter similar scenarios and respond appropriately utilizing the nursing process as a framework for decision making.

Further, it is recommended that Faculty manage students as they create their own Learning Portfolio. An individual plan is developed for each at-risk student. Students have individualized needs and as such, intervention plans need to accommodate those needs.

Researchers.

This research has been limited only to the relationship of PNLE performance to selected academic variables. Future researchers may want to explore other variables like Academic Strands from Senior High or their Aptitude test results how they relate to College Academic performance and later, their performances in the Nurse Licensure Examination.

Policy Makers / Nursing Governance.

Strict implementation of the CHED Policies, Standards, and Guidelines must be supported by intensive monitoring of schools with the consistently low passing percentage by the PRC-BON-CHED. Capacity building for competency development among deans and faculty members must be enhanced to promote the effective and efficient implementation of the policies, standards, and guidelines set for nursing education. CHED must continuously use the performance of examinees in the NLE in evaluating schools offering the BSN program. The Association of Deans of Philippine Colleges of Nursing (ADPCN) could explore programs that will assist the schools that have been poorly performing in the PNLE.

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